

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

State Investment Board Room

2100 Evergreen Park Drive, SW, Olympia 98502

March 4, 2005

*Approximate
Times*

Tab

8:30 a.m. Continental Breakfast and Overview of Meeting Agenda (*small conference room*)
No official business will be conducted.

9:15 a.m. WELCOME AND INTRODUCTIONS

- Bob Craves, HECB Chair

CONSENT AGENDA

Adoption of January Meeting Minutes **1**

New Degree Programs for Approval

- **BA and BFA in Dance, WWU** **2**
Resolution 05-03

DIRECTOR'S REPORT

INFORMATION ITEMS

9:30 a.m. **Academic Program Planning, Approval, and Review:
Revising Policies and Processes** **3**

10:00 a.m. **Promoting Student Success Through Greater Accountability** **4**

10:30 a.m. Break

10:45 a.m. **2005 Legislative and Budgets Update** **5**

12:00 noon Lunch (*small conference room*)
No official business will be conducted.

1:00 p.m. HECB ADVISORY COUNCIL

- **2004 Strategic Master Plan for Higher Education:
Implementation Update**

6

PUBLIC COMMENT

2:00 p.m. ADJOURNMENT

HECB 2005 Meeting Calendar

DATE	LOCATION
April 5, Tue	WSU, Puyallup, Almendinger Center ← Revised location 7612 Pioneer Way E, Puyallup 98371
June 23, Thurs <i>HECB Advisory Council</i>	Pierce College, Puyallup, College Center Building, Multi-purpose Room 1601 39 th Avenue SE, Puyallup 98374
July 28, Thurs	Yakima Valley Comm. College, Deccio Higher Education Center, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima 98907
September 22, Thurs <i>HECB Advisory Council</i>	Pacific Lutheran University, University Center, Regency Room 1010 122 nd S, Tacoma 98447
October 27, Thurs	Central Washington University, Barge 412 400 E University Way, Ellensburg 98926
December 13, Tue <i>HECB Advisory Council</i>	University of Washington, Tacoma 1900 Commerce, Tacoma 98402

If you are a person of disability and require an accommodation for attendance, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.

March 2005

Minutes of January 27 Meeting

HECB Members Present

Mr. Bob Craves, chair
Mr. Gene Colin, secretary
Ms. Roberta Greene, vice chair
Mr. Jesus Hernandez
Mr. Bill Marler
Mr. Anthony Rose
Mr. Herb Simon
Mr. Michael Worthy
Ms. Joan Yoshitomi

Welcome and introductions

Bob Craves, HECB chair, welcomed the board members and others in attendance, and started the round of introductions.

Consent agenda items approved

ACTION: Herb Simon made a motion, seconded by Roberta Greene, to approve the consent agenda items: (1) the minutes of the November 15 and December 10 board meetings, and (2) draft rules for the proposed minimum freshman admission requirements (**Res. 05-01**). After some discussion clarifying that the board was being asked to merely approve *not the new standards*, but the draft rules on minimum admissions as a way of beginning the process for discussion and public comment, the motion to approve was unanimous.

Director's report

HECB Executive Director James Sulton provided updates on HECB programs and activities and other education-related matters:

- *Pell grants:* A change in the funding formula announced by the U.S. Department of Education will cause a two- to three-percent reduction in overall Pell dollars, resulting in the loss of their entire Pell grant for approximately 2,800 Washington students.

- *HECB fiscal committee:* The fiscal committee and HECB staff met with several representatives from the University of Washington and Washington State University to discuss performance contracts and issues related to higher education funding.
- *Baccalaureate pilot project in two-year colleges:* In an effort aimed at expanding capacity, the State Board for Community and Technical Colleges (SBCTC) has announced that some two-year colleges could begin planning pilot projects that would lead to baccalaureate degrees. The recommendation would require legislative and HECB approval.
- *Sliding Scale Tuition:* One of the tuition-related strategies being considered in light of the state's higher education funding situation is to charge tuition based on students' capability to pay. Proponents of the plan believe higher tuition rates would create a pool of money that would be sufficient to provide financial aid scholarships to those in need.

“The Future of Branch Campuses”

Sulton presented the highlights of the HECB recommendations on the future development of the state's branch campuses, as required by House Bill 2707. In summary, the HECB is recommending that UW Tacoma and WSU Vancouver be allowed to become 4-year universities, while staff will continue to review the proposals put forth by UW Bothell and WSU Tri-Cities.

Sulton summarized written comments received from UW President Mark Emmert and WSU President V. Lane Rawlins. Additionally, the following institutional and community representatives presented testimony during the meeting:

- Fred Campbell, UW vice provost
- Warren Buck, UW Bothell chancellor
- Tom Bellamy, UWB vice chancellor
- Steven Olswang, UW Tacoma interim chancellor
- Larry Ganders, assistant to the WSU president
- Larry James, WSU Tri-Cities chancellor
- Jan Yoshiwara, SBCTC director of education services
- David Wain Coon, Cascadia Community College vice president for student success
- Leo Bowman, Benton County commissioner.

Campbell (UW) and Ganders (WSU) asked the board to move forward with its recommendations for the Vancouver and Tacoma campuses, and to allow for selected lower division courses at Bothell and Tri-Cities. They also asked that the language rejecting the Bothell and Tri-Cities efforts to become four-year institutions be deleted, that the board continue to study the issue and that final recommendations for the future development of WSU Tri-Cities and UW Bothell be delayed until next year.

Roberta Greene asked Campbell and Ganders to confirm that if the proposal were amended as requested, that they would support the HECB's recommendations when lobbying legislators.

ACTION: **Gene Colin** made a motion to approve the HECB recommendations on branch campus development (**Res. 05-02**). **Mike Worthy** seconded the motion. The motion was passed by a majority 7-2 vote, with Jesus Hernandez and Bill Marler opposed. (One member was absent.)

Concerns expressed included the view that the branch campus study presents only a small slice of the statewide system, and that potentially larger problems or inefficiencies could result. However, the proposal as written was also seen as a step forward in addressing the state's tremendous need for added capacity

The HECB's recommendations (as approved) are as follows:

- **UW Bothell** should expand its upper-division and graduate/professional programs, and should offer lower-division courses linked to specific majors in fields that are not addressed by programs at the co-located Cascadia Community College. UWB should not admit freshmen and sophomores at this time, except under co-admission or co-enrollment agreements with Cascadia and other nearby community and technical colleges. The prospective enrollment of freshmen and sophomores at UWB in the future should be the subject of further study by the HECB. The board should receive a report on this topic from agency staff by December 31, 2005.
- **UW Tacoma** should expand its upper-division and graduate/professional programs with a priority on programs needed by students and employers in its service region. In addition, the campus should offer lower-division coursework and admit freshman and sophomore students who meet the university's admission criteria beginning in fall 2007. The UWT proposes an incremental approach to developing its lower-division capacity, and the board endorses this approach.
- **WSU Tri-Cities** should proceed with plans to expand the availability of selected lower-division courses linked to specific majors that are not offered by programs at Columbia Basin College, the branch campus's primary two-year partner. The campus also should further develop its partnership with the Pacific Northwest National Laboratory. However, projected enrollment demand in the Tri-Cities region does not support the enrollment of freshman and sophomore students at this time. Prospective enrollment of freshman and sophomore students at WSU Tri-Cities is a matter that should also be addressed in the December 31, 2005, HECB staff report.
- **WSU Vancouver** should develop into a four-year university within the WSU system along the lines proposed by the university, within the parameters of an institutional model appropriate for a metropolitan university. Southwest Washington is the least well-served area of the state in terms of higher education, and expanding WSU Vancouver would be of both regional and statewide benefit.

Financial aid update

Financial Aid Committee Chair Gene Colin proposed that the board defer a planned discussion of financial aid issues, suggesting instead that the financial aid subcommittee focus on discussion items for presentation to the board.

Governor Locke's proposed 2005-07 operating and capital budgets

Gary Benson, HECB director of fiscal policy, reviewed former Gov. Locke's proposed operating budget; "book one" and "book two." Book one would not provide additional revenue for higher education, but would include salary and faculty enhancements. Book two would raise \$504 million in additional revenue through a tax on liquor and soda, and would help fund increases in higher education enrollments and financial aid.

Benson said Book one would be the starting point for Gov. Gregoire. In the HECB's revised operating budget request (approved in December 2004), the board recommended \$400 million in higher education policy enhancements. Gov. Locke recommended \$260 million.

Jim Reed, HECB associate director of fiscal policy, provided an update on Gov. Locke's proposed capital budget. The governor's total capital budget request is \$2.8 billion, with \$870 million earmarked for higher education. In response to a question about increasing the sale of additional bonds, Reed explained that the \$1.4 billion generated from the sale of bonds is close to the statutory limit, and that there are most likely no other options.

2005 legislative update

Bruce Botka, HECB director of governmental relations, briefed the board on upcoming legislative issues, including:

- At the request of Gov. Gregoire, identical legislation has been introduced in the House and Senate that calls for a study of the state's early learning, K-12 and higher education systems. In higher education, the study will look at a new funding system, enrollment distribution, tuition and financial aid, instructional costs, transition from K-12 to postsecondary opportunities, options for private enrollment, capacity, and governance.

Greene asked if the HECB would be included in the group that would conduct the study. Botka said an amendment was underway that would do that.

ACTION: **Herb Simon** moved to support both the Senate and House in their efforts to study the state's education system. **Bob Craves** seconded the motion, which was passed unanimously.

- The House is considering House Bill 1100, which would establish a financial aid account for unspent funds that could be retained for the following year. This is the 4th year this bill has been brought to the Legislature.

- Gov. Locke has proposed extending the Promise Scholarship to the top 20 percent (up from 15 percent) of the students who meet income eligibility standards, and increasing individual awards to 75 percent of community college tuition (up from 51 percent). Identical legislation has been introduced in the House and Senate.
- House Bill 1345 would expand student eligibility for the State Need Grant to students enrolled in at least four credits per quarter. If enacted into law, this legislation would expand opportunities for non-traditional students.
- House Bill 1050 – which has been endorsed by the House Higher Education Committee – would establish a foster care endowed scholarship, to be administered by the HECB in conjunction with other organizations.
- Bipartisan legislation has been introduced to clarify that students who hold non-immigrant visas are not eligible for resident tuition rates in Washington. This legislation would amend the law that was created by House Bill 1079 during the 2003 legislative session.
- Legislation requested by Gov. Locke would codify the College in the High School program in state law. The HECB, SBCTC, and OSPI would jointly establish program rules.
- Senate Bill 5360 would restrict participation in the state's Running Start program to only those students who have earned a Certificate of Academic Achievement.

Articulation and student transfer (House Bill 2382)

Nina Oman, associate director for policy, presented a synopsis of HB 2382. The bill charges the HECB to create a statewide system of course equivalency for public higher education institutions; making programs available online and providing a helpful resource for transfer students.

HB 2382 also requires the HECB to convene work groups to develop transfer associate degrees that will satisfy lower-division requirements at public four-year institutions for specific majors. These “associate degree pathways” are included in the 2004 Strategic Master Plan for Higher Education.

Accountability Update: 2003-04 Performance by the Public Baccalaureate Institutions

House Bill 3103 (Section 11) and the strategic master plan call for the HECB to work together with representatives from the two-year and four-year public institutions to design a new accountability monitoring and reporting system. Recommendations for a new system will be presented to the board in April.

Meeting with the Workforce Training and Education Coordinating Board

During the afternoon session, members of the HECB and the WTECB met as a group for the first time to discuss common concerns and areas for collaboration.

The boards agreed that the key mission of both agencies lies in *students and their success*. They talked about the value of a more seamless system -- starting with apprenticeship programs that count toward a college degree; common course numbering agreements across the two-year and four-year schools; and the need for middle school and high school students to learn more about opportunities that are available to them. WTECB members also talked about the perceived stigma connected with vocational work.

The WTECB is in agreement with the HECB's budget request to develop a statewide data system that would enhance student transfer.

In summary, key points of the joint meeting are:

- The need for better joint messaging on how to encourage student success
- The need for a step-by-step process for demand
- Interest in the baccalaureate degree process
- Need for a better student guiding process
- Common interest in securing more funding
- New emphasis together on articulation and other common interest issues

WTECB members present at the meeting were: David Harrison, chair; Asbury Lockett, Rick Bender, Julianne Hanner, John McGinnis, Mike Hudson for Don Brunell, Kyra Kester for Terry Bergeson, Beth Thew, Earl Hale, and WTECB executive director Ellen O'Brien Saunders.

The meeting adjourned at 3:00 p.m.

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March 2005

Bachelor of Arts / Bachelor of Fine Arts in Dance
Western Washington University

Introduction

Western Washington University (WWU) is seeking approval to establish a Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Dance. The proposed program would offer two degree options – a Bachelor of Fine Arts primarily for students preparing for careers in performance and/or graduate study, and a Bachelor of Arts for students with a general interest or for those who are preparing for a teaching endorsement in dance. The dance program would be a traditional daytime program that would build on the current elective curriculum and teaching endorsement offered as a part of the College of Fine and Performing Arts. The program would begin in spring 2005.

Program Need

The faculty considered multiple measures of need in developing the program, including student interest; student need for cultural, artistic, and intellectual growth; economic need (including occupational demand projections); and community needs.

The institutional surveys indicate significant student interest in the program. Among students enrolling in currently offered upper-division dance courses, 75-85 percent of those surveyed over the past several years indicated an interest in majoring in dance. As with other fine arts programs and courses at WWU, the dance program would contribute to the student's cultural, artistic, and intellectual growth.

Students studying dance at the baccalaureate level typically find employment in their field of study, either in live performance and choreography or as teachers in schools or private studios. In addition, many students find employment outside their primary field of study. For those seeking a career in performance, the U.S. Department of Labor indicates that “dancers and choreographers face intense competition for jobs. Only the most talented secure regular employment.” Employment of dancers and choreographers is expected to grow about as fast as the average for all occupations through 2012. Long-term occupational projections

produced by the Washington Employment Security Department place demand for dancers and choreographers at 64-72 per year through 2012.

Since Washington recently established guidelines for primary and supporting K-12 teacher endorsements in the subject area of dance, teachers of dance in the state's public schools will now be required to complete a teaching endorsement in dance in addition to Washington State teaching certification. Employment projections for dance teachers are not available for the K-12 system; although, based on conversations with the Professional Education and Certification office at OSPI, this market is expected to be relatively small. The demand for postsecondary art, dance, and music teachers in Washington (typically requiring a master's degree) is projected to be 68-70 per year through 2012.

The establishment of a dance major in northwest Washington would meet an important community need. The dance program would provide artistic experiences for residents of Bellingham and the surrounding community and help maintain the vitality of a number of related community organizations and groups.

Currently, three schools in Washington offer bachelor's degrees in dance or drama and dance teacher education. Central Washington University graduated one student in each of the past two years with a bachelor's degree in drama and dance teacher education as well as an average of about 10 master's candidates per year in drama and dance teacher education have graduated in the past three years. Cornish College of the Arts and the University of Washington (UW) have graduated a combined average of fewer than 37 students per year with a bachelor's degree in dance and UW graduates approximately three master's candidates annually in dance.

Program Description

The program would offer two degree tracks that share a common set of goals, objectives, and learning outcomes. The program would foster physical and intellectual understanding through a combination of coursework focusing on historic and cultural aspects of dance and related arts, contemporary theory, and technique. The BFA would focus on advanced technique for those students who demonstrate exceptional talent and have an interest in a career in performance or graduate study in dance. The BA option would be more broadly based and cater to those students with a general interest in dance and those who wish to complete the teaching endorsement.

The BA option would require 88-89 credits within the major. These include a mix of upper-division and lower-division courses, including coursework from other departments on campus. The BFA option would require all courses included in the BA, plus additional performance and technique courses, for a total of 98-103 credits within the major.

Admission to the BA and BFA tracks would be competitive and require an audition. The program would enroll 15 FTE students in the first year, reaching 35 FTE students at full enrollment in year three. Students identified as having the greatest potential would be allowed to enroll in the BFA option and would be assessed again prior to their senior year. The university estimates that 30 percent of the students would continue in the BFA option in their senior year. Those students who do not continue in the BFA option would be able to complete the BA option with no loss of time or coursework.

Assessment

Students would be assessed based on a well-defined set of criteria. The program has identified three methods of reviewing student performance: 1) students would regularly reflect on their own performance in a self-evaluation process; 2) faculty would work closely with students to provide frequent feedback and regular evaluations of performance; and 3) the performance aspects of the program would be evaluated by a panel that would include the full faculty and other experts.

The program would also undergo regular internal and external evaluations which, in addition to the typical program and course evaluations, would include long-term follow-up with students at one, five, and ten years post-graduation, as well as periodic external review.

Diversity

Western Washington University has taken steps to improve diversity on campus. This campus-wide effort has attracted increased numbers of students of color to the school. The dance program would offer a curriculum that is designed to be responsive to students from diverse backgrounds, while building cultural understanding through the study of movement. In addition, the dance studio has recently been modified to be more accessible to students with disabilities.

Review Participants

The institution submitted the program to three external experts for review. The chair of the dance department at Cornish College of the Arts submitted a supportive review of the program, citing the quality of the proposed program and the need for a public college or university in Washington to offer such a program. The chair also cited the increasing student demand for dance, as well as the need to provide a teaching endorsement for Washington teachers.

The program was also reviewed by a Certified Laban Movement Analyst (CLMA). Laban Movement Analysts have expertise in observing, recording, describing, researching, and explicating dance and other forms of human movement. The reviewer cited the high quality

and innovative nature of the proposed program, especially noting the inclusion of related course offerings in other departments.

The Artistic Director of Montréal Danse, who has taught as a guest instructor in the dance department, reviewed the program and commented on the high quality of the offering, innovative curriculum, and well-defined assessment protocol.

Eastern Washington University submitted a letter of support indicating that the proposed program would not duplicate any courses or programs it offers.

Program Costs

Although the initial program costs are relatively high (just over \$20,000 per FTE in the first year), by year three, the costs are about equal to the average cost of instruction for upper-division coursework at the university (\$10,400 per FTE). The program would enroll 15 FTE students in the first year, growing to 35 FTE by year three. At full enrollment, the staffing plan calls for 7.67 faculty FTE – including a number of visiting appointments and 2.5 FTE staff. Program costs would be met through a combination of internal reallocation and new enrollment funding.

Staff Analysis

Few options are available within the state for students who wish to study dance. Program graduates would have a range of opportunities in the labor market. Those who choose to pursue a performance career should expect to face an extremely competitive, yet growing, labor market. Student demand for the program appears to be high when compared to the limited range of program options available within the state.

In addition to the projected labor market demand in this area, there are a number of community benefits to offering this type of programming at the regional universities. The program provides an opportunity for the community to connect with the university through attendance at performances. The program would also support the local arts community through service activities and student involvement. Finally, the program would offer talented students an opportunity to learn through a highly interactive working relationship with faculty and would be offered at a reasonable cost, especially considering the high level of student/faculty interaction in the program.

Recommendation

Based on careful review of the program proposal and supplemental sources, the HECB staff recommends approval of the Bachelor of Arts and Bachelor of Fine Arts in Dance Program at Western Washington University.

RESOLUTION NO. 05-03

WHEREAS, Western Washington University proposes to establish a Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Dance; and

WHEREAS, Few options are available within the state for students who wish to study dance; and

WHEREAS, The program would build on existing expertise and course offerings to respond to a clearly stated student, employer, and community need; and

WHEREAS, The external reviews attest to the high quality of the program and faculty and to the demand for this program; and

WHEREAS, The assessment and diversity initiatives are appropriate for the program; and

WHEREAS, The program would offer talented students an opportunity to learn through a highly interactive working relationship with faculty and would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Western Washington University proposal to establish a Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Dance, effective March 4, 2005.

Adopted:

March 4, 2005

Attest:

Bob Craves, Chair

Roberta Greene, Vice Chair



March 2005

HECB Academic Program Planning, Approval, and Review: Revising Policies and Processes

Background

One of the most important functions of the Higher Education Coordinating Board (HECB) is the coordination of academic degree program planning, approval, and review. The purpose of these functions is to ensure that the higher education system as a whole is serving students, employers, and the community with an array of high-quality degree programs that meet regional and statewide needs.

In conjunction with the implementation of the *2004 Strategic Master Plan for Higher Education*, the board has established relevant academic policies and procedures to support the following policy objectives:

- Ensure that degree programs offered by the public four-year institutions meet state need, are free from unnecessary duplication, and are appropriate in terms of cost and diversity;
- Foster high-quality, innovative programs that enable students to complete their studies in a reasonable amount of time;
- Support the unique role and mission of the individual institutions;
- Respond effectively to the state's economic, civic, and social needs; and
- Recognize that institutional governing boards are accountable to the state and to the public to (a) develop degree programs and assess the academic quality of the curriculum; (b) evaluate the capacity of the institution to offer programs efficiently; and (c) make the wisest use of resources.

The HECB is specifically charged by state law [RCW 28B.76.230 (1) (5)] with approving the following activities of the public four-year institutions:¹

- New degree programs by a four-year institution;
- Creation of any off-campus program by a four-year institution;
- Purchase or lease of major off-campus facilities by a four-year public institution or a community or technical college;
- Creation of higher education centers and consortia; and
- New degree programs and creation of off-campus programs by an independent college or university, in collaboration with a community or technical college.

In 2004, the legislature and governor enacted House Bill 3103, which modified the responsibilities of the HECB. Section 9 of the bill outlines several changes that affect the board's academic program planning, approval, and review processes.

The *2004 Strategic Master Plan for Higher Education* calls for integrating the HECB's statutory authority, as revised in HB 3103, to develop an assessment process to analyze the need for regional and statewide higher education programs, approve new four-year college degree programs, and support off-campus facility and real estate acquisition. This policy would designate and differentiate the types of educational programs and resources offered by public institutions of higher education. Additionally, the policy would establish the criteria and process by which the state would authorize the creation and distribution of educational resources in response to demonstrable need. To that end, the board's policies would recognize a continuum or pathway of educational resources.

This work is currently underway as part of the board's regional planning proposals within the master plan. Concurrently, work on reviewing new academic degree program planning processes and enhanced state and regional planning is underway.

This report describes the steps necessary to implement Section 9 of HB 3103 and bring the current HECB approval guidelines in line with the *2004 Strategic Master Plan for Higher Education*. The report summarizes the HECB's current academic program planning, review, and

¹ The HECB authorizes new degree-granting institutions and ensures that authorized degree-granting institutions operating in Washington or those applying to operate in the state meet minimum standards (Degree-Grant Institutions Act, Chapter 28B.85 RCW, the Foreign Degree-Granting Branch Campus Act, Chapter 28B.90 RCW, and the Washington State Degree Authorization Act Regulations, WAC 250-61). The HECB also determines if an institution meets exemption from authorization standards as defined in WAC.

approval policies and procedures and the key revisions under consideration. Specific proposals are included in Appendix B of this report.

The board is not asked to take action at this time. It will take action at a later meeting when staff will present revised program guidelines, including newly designed forms, for the board's review and approval.

Key Changes to Current Policy

In June 2005, the board will consider revised guidelines that will integrate the degree and program planning, approval, and review process with the planning process for centers and other off-campus programs into a new higher education resource planning and approval process. The anticipated key changes to the guidelines include the following:

- Program planning would become more flexible by allowing an institution to submit a “pre-proposal” for a new program at any time rather than in a biennial report.
- Proposals for new academic programs and program extensions would require a discussion of needs identified in the regional and statewide needs assessment, and the impact on other programs offered by public and independent institutions in the state.
- Expansion to off-site locations, the creation of higher education centers, and the development of new campuses would occur within a program planning and approval framework that clearly defines the status and authorization details of a site and the date the institution would need to return to the HECB and/or the legislature for further approval.

The Board's Current Program Planning, Approval, and Review Process

The board's current four-step process is designed to minimize unnecessary duplication of programs, use limited state resources as wisely as possible, and ensure that programs meet state needs and support the role and mission of the individual institutions.

1. PLANNING: Review and Approval of New Degree Program Plans

On a two-year cycle in January of the “even” years, each public baccalaureate institution submits to the board a plan for new degree programs proposed to be offered over the next two years.² The institution provides details on program location, need, enrollments, funding, and delivery.

² In 2004, the board deferred action on new program planning by the institutions for the 2004-2006 biennium, pending revisions in the HECB review processes called for in HB 3103 and anticipated impacts by the 2004 Strategic Master Plan. The HECB had previously conducted eight cycles of review of the institutional plans, spanning a period of 16 years.

2. APPROVAL: Review and Approval of New Degree Program Proposals

The board reviews institutional proposals for new degree programs and then approves, conditionally approves, or disapproves proposals. In addition to the required staff review, every new degree proposal is reviewed by the other public baccalaureate institutions and expert external reviewers.

The HECB annually reviews 15 to 20 academic programs submitted for consideration by the public baccalaureate institutions (see Appendix C). During 2004, the board reviewed and approved 16 new programs (six undergraduate and 10 graduate level); in 2003, the board reviewed and approved 15 new programs (six undergraduate and eight graduate level).³

3. REVIEW: Review of Existing Programs

Two ongoing reviews are reported to the board every two years in January (in the “odd” years).⁴ The board reviews fall enrollment in branch campus programs and recently approved programs to determine whether institutions have met their enrollment goals. In addition, each continuing program is subject to a comprehensive review on a cycle adopted by the institution, as required by a regional accrediting body and the HECB. Program reviews conducted during the biennium are summarized in this report. On a two-year cycle in the “even” years, the board considers each institution’s enrollment data and issues a report summarizing its review of existing degree programs.

4. REPLICATION: Offering an Existing Degree Program at a New Location

Institutions that would like to offer existing degree programs at a branch campus, new off-campus location, or via distance learning submit a Notification of Intent (NOI) to the board at least 45 days prior to the proposed start date of the program. HECB staff and the public four-year institutions review the NOI. If there are no objections, the HECB executive director approves the request.

³ The growth in academic programs by Washington’s public four-year institutions has been relatively stable for several years. By contrast, the degree-authorized institutions as a group, of which approximately one-third are for-profit, have submitted 65 new academic programs for HECB review and approval in 2004, and 43 new programs in 2003 (Appendix C). Additionally, the number of degree-authorized institutions in Washington has grown from 42 to 47 in the past three years. Given the many issues related to approval of the degree-authorized institutions and growth of their programs, a separate report is currently being prepared for the board.

⁴ Current practice has been for the campuses to submit the existing program review concurrent with the campus plans rather than in alternate years. The last HECB review including 2002-2004 program plans, 2001 enrollments in recently approved programs, and academic program reviews for 2000-2001, was approved by the board in May 2002.

Proposed Revisions to the Board's Current Process

The following section summarizes the key changes required by HB 3103 and the *2004 Strategic Master Plan for Higher Education* related to program review, and provides a status report on progress to date. There are three major areas of change: (1) state and regional needs assessment; (2) academic program inventory; and (3) revising the HECB program review guidelines.

State and Regional Needs Assessment

HB 3103 calls for a “comprehensive and ongoing assessment process to analyze the need for additional degrees and programs, additional off-campus centers and locations for degree programs, and consolidation or elimination of programs by the four-year institutions.” The key change in the approval process is the introduction of the regional and statewide needs assessment to the analysis. Currently, each campus conducts a needs assessment for an individual program as part of the proposal process. The revised guidelines will require that new academic program proposals reference the regional statewide needs assessment under development by the HECB, in collaboration with other agencies and the public and private colleges and universities.

Programs submitted for approval will be evaluated based on the degree to which they align with stated needs outlined in the statewide needs assessment and the strategic master plan. Proposals must specifically address student, employer, and community demand for the program, and demonstrate that projected capacity at public and private institutions is not sufficient to meet this demand. While these last elements are not new to the process, the particular emphasis placed on this aspect of the review process represents a significant change.

The *2004 Strategic Master Plan for Higher Education* outlines revisions to the HECB planning, review, and approval process to ensure that program development is responsive to the state and regional needs assessment and state priorities. The revised guidelines will constitute an integrated higher education resource planning and approval process that includes the development of centers and other off-campus instructional sites.

The HECB is collaborating with a statewide interagency group, composed of representatives from key state agencies and public and private colleges and universities, to revise the program approval and review policies and procedures.

Initiatives underway include:

- Identifying key planning practices used in Washington and other states, since other states face the same need to link demand and supply of higher education services;
- Preparing a background document on linking workforce needs and education to include suggested guidelines, criteria, and limitations; and

- Selecting data sources and analytical methods for the state and regional needs assessment, which will constitute a framework for the analysis of regional and statewide needs for education and training programs to meet employer, student, and community demand in the state.

Academic Degree Program Inventory

Currently, there is no easily accessible location for information about academic degree programs offered throughout the state. The HECB maintains a manual (paper) program inventory of programs approved by the board and a database of programs approved by the State Approving Agency for the use of veterans' benefits. But, the inventory and database are not readily accessible to people outside the agency.

The veterans' database needs to be updated to a newer software application to allow for continued support and maintenance. It does not include available programs not approved for the use of veterans' benefits. This creates an opportunity to combine the veterans' database and the Degree Authorization database with a degree inventory required in the implementation of the regional and state needs assessment.

Developing an inventory of existing degree programs available within Washington is an important element in the needs assessment. Therefore, we are in the process of developing a Web-searchable inventory of degree programs offered in Washington. The database would be used by multiple audiences and for multiple purposes.

These purposes include:

- Reporting approved programs for the use of veterans' benefits to the Department of Veterans Affairs, institutions, and those members of the public who are eligible for GI Bill benefits;
- Assisting the HECB and colleges and universities with higher education planning (needed tool in planning new degree programs);
- Assisting high school and college students in identifying programs of interest among providers;
- Assisting staff who work with students to advise them about college options (high school counselors, parents, college advisors, teachers and faculty); and
- Assisting business/industry to identify programs of interest offered in the state.

The HECB has assembled a work group to assist with development of the program database. The timeline is to develop a prototype database by June 2005. Institutions will be asked to

review their academic program entries during summer 2005 so that corrections may be made as needed.

Revising the HECB Program Review Guidelines

As outlined in the *2004 Strategic Master Plan for Higher Education*, revised guidelines will integrate degree and program approval with the planning process for centers and other off-campus programs. The guidelines will include definitions of off-campus programs and centers. They also will define a program's authorization based on its status and timeline and/or program benchmarks at which it would be required to return to the HECB and/or legislature for further approval.

HECB staff, in cooperation with the four-year public institutions, are in the process of revising the program planning, approval, and review guidelines. HECB staff have been working with the Inter-institutional Committee for Academic Program Planning (ICAPP), which includes the associate provosts of the four-year public institutions. The group has met several times and is making progress on revisions to the guidelines.

The development of revised policies and guidelines for program planning, approval, and review is being informed by feedback from key stakeholders and a review of guidelines used in other states (Appendix D). The goal is to develop a process for program approval that is transparent, provides clear criteria for program approval, and offers ample opportunity for interested parties to provide feedback on program proposals. Ultimately, the HECB must ensure that higher education planning meets the needs of students and employers.

Key Activities

Fall 2004	Review charge and current procedures.
November 2004	Hold first meeting to review proposed revisions with institutional representatives.
December 2004	Establish state/regional needs assessment work group and begin holding meetings.
December 2004 - January 2005	Develop proposal for Web-accessible program database to include four-year institutions and two-year institutions.
January 2005	Complete contract for state and regional needs assessment.
February - April 2005	Review proposed changes to the existing program guidelines with the institutions and the HECB. Review two-year institutions' program planning and review processes in anticipation of legislative direction for pilot baccalaureate degrees at two-year institutions.
March 2005	Release draft report of the degree authorized institutions, growth of programs, and a review of policies and procedures.
April 2005	Review draft planning, approval, and review guidelines and revised forms with the institutions.
May 2005	Complete final review of draft planning, approval, and review guidelines, including all attachments and forms, with ICAPP and HECB Education Committee.
June 2005	Implement prototype state/regional needs assessment and present draft planning, approval, and review guidelines to the board for possible action.
July 2005	Release the academic program database to the institutions for review.
September 2005	Release the academic program database for public use.
Summer 2005	Review existing program review requirements with the institutions related to the submission of the biennial reviews of existing programs and program plans due January 2006.
January 2006	Institutions submit existing program reviews and program plans to the HECB.
March 2006	Staff report to the board on campus biennial plans.

Appendix A: House Bill 3103 as Signed into Law

RCW 28B.76.230

Needs assessment process and analysis – activities requiring board approval.

- (1) The board shall develop a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs, additional off-campus centers and locations for degree programs, and consolidation or elimination of programs by the four-year institutions.
- (2) As part of the needs assessment process, the board shall examine:
 - (a) Projections of student, employer, and community demand for education and degrees, including liberal arts degrees, on a regional and statewide basis;
 - (b) Current and projected degree programs and enrollment at public and private institutions of higher education, by location and mode of service delivery; and
 - (c) Data from the workforce training and education coordinating board and the state board for community and technical colleges on the supply and demand for work force education and certificates and associate degrees.
- (3) Every two years the board shall produce, jointly with the state board for community and technical colleges and the workforce training and education coordinating board, an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated work force. The assessment shall include the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.
- (4) The board shall determine whether certain major lines of study or types of degrees, including applied degrees or research-oriented degrees, shall be assigned uniquely to some institutions or institutional sectors in order to create centers of excellence that focus resources and expertise.
- (5) The following activities are subject to approval by the board:
 - (a) New degree programs by a four-year institution;
 - (b) Creation of any off-campus program by a four-year institution;
 - (c) Purchase or lease of major off-campus facilities by a four-year institution or a community or technical college;
 - (d) Creation of higher education centers and consortia; and

- (e) New degree programs and creation of off-campus programs by an independent college or university in collaboration with a community or technical college.
- (6) Institutions seeking board approval under this section must demonstrate that the proposal is justified by the needs assessment developed under this section. Institutions must also demonstrate how the proposals align with or implement the statewide strategic master plan for higher education under RCW 28B.76.200.
- (7) The board shall develop clear guidelines and objective decision-making criteria regarding approval of proposals under this section, which must include review and consultation with the institution and other interested agencies and individuals.
- (8) The board shall periodically recommend consolidation or elimination of programs at the four-year institutions, based on the needs assessment analysis.

[2004 c 275 § 9.]

NOTES:

Part headings not law – 2004 c 275: See note following RCW 28B.76.030.

Appendix B: Revisions under Consideration in Process and Content of Program Planning, Approval, and Review

Table 1
Revisions Under Consideration in the “Process”
of Planning, Approval, and Review

**A form is provided by HECB for process and/or needs to be revised*

Programs	Current	Changes/Additions Under Consideration
Planning program changes	<p>Every two years (even years), the public baccalaureate institutions are required to submit to the HECB a two-year plan that describes planned programmatic changes. These are reviewed by HECB staff and presented to the board for approval.</p> <p>Plans cover these categories:</p> <ul style="list-style-type: none"> Renaming a current program Adding a new program option or revising a program option Adding a new certificate program Developing a new degree program (submit a pre-proposal* for permission to develop) Eliminating a degree program (suspension, termination, phased close-out)* 	<ul style="list-style-type: none"> Renaming a current program or changing its CIP number (program classification number) Modifying new program pre-planning process with institutions submitting a “pre-proposal” for planned new programs using the Notice of Intent (NOI) process currently used for the extension to a new location of an existing program. Institutions would be required to include a listing of their planned programs in their biennial plans. Full program proposals would be submitted to the HECB for approval within two years of the NOI. If the approval date passes before the program is developed, institutions would submit a new NOI. No other changes are proposed. <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> Correct CIP numbers will be needed to maintain the Web-accessible academic program database. It is important for institutions to share their planning with other institutions and stakeholders in an open process. Business/industry is requesting that the institutions react more quickly to employer needs and the two-year planning process does not align well with needed faster response time. Staff have reviewed several other states’ processes and found that several states use a “notice of intent” process successfully in a pre-planning stage.

Programs	Current	Changes/Additions Under Consideration
New degree programs	<ul style="list-style-type: none"> • Institution submits proposal electronically at least three months prior to start. • External review includes all public baccalaureate institutions. • Review by HECB staff and placed on agenda for HECB approval. 	<ul style="list-style-type: none"> • New program proposals would be posted to the HECB Web site and announced to interested parties for comment. • Review by board education committee prior to placement on board agenda, in line with board criteria. • Institution must notify HECB when the first students enroll in the program. • Programs must begin enrolling students within three years of approval or request an extension of approval status. <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> • It is important that the degree planning process be transparent and timely. • Posting proposals on the HECB Web site for stakeholder review is consistent with the process used for extending existing programs and provides for broader distribution and greater opportunity for feedback prior to board action. • It is expected that programs would be offered to students within a reasonable time after approval.
Extension of an existing program: distance education or off-site	<ul style="list-style-type: none"> • Institution submits NOI electronically; the NOI is posted to the HECB Web site and announced to interested parties for comment. • Approval by HECB staff following public comment. • Information provided in executive director's report to the board. 	<p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> • No change – the current process is working well.

Programs	Current	Changes/Additions Under Consideration
Review of existing programs	<ul style="list-style-type: none"> • Institutions submit enrollment report for all programs approved in the past five years by the HECB (or all programs at the branch campuses). • Program reports are submitted for programs reviewed in the prior biennium. • Review the schedule of reviews with the institutions for the upcoming biennium. 	<ul style="list-style-type: none"> • Institutions would modify enrollment report to include an explanatory statement for any programs not meeting original enrollment targets or that have not yet begun to enroll students. • Institutions would add enrollment report (actual vs. target) on all off-campus programs/degrees, including centers, by location and cohort if applicable. • Change branch campus enrollment reporting to reflect the policy on the “main” campus (enrollment reports only in the first five years of program). <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> • The branch campuses are all housed in permanent facilities and are of a size that justifies reporting consistent with the research and regional institutions in the state. • Enrollments are regularly reported to the Office of Financial Management. It is anticipated that these data will be available in 2005-06 to HECB staff through a common database project. • Information on centers and consortia is not readily available at the state level. An accounting of programs and enrollments in these is essential in statewide planning and needs assessment.

Programs	Current	Changes/Additions Under Consideration
Site Planning		
Off-campus courses or programs	<ul style="list-style-type: none"> Not addressed outside program approval process. 	<ul style="list-style-type: none"> To extend a program to an existing center or campus, use NOI process.* To extend a program to a new off-site location, use NOI format with board review.* <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> The board is required under RCW 28B.76.230 to approve off-campus locations for degree programs. The proposed process is based on, and would be integrated with, the existing process used for the approval of off-campus programs.
Establishment of a center	<ul style="list-style-type: none"> Handled presently in context of program approval (in many cases as a result of multiple program approvals). Lease or acquisition of property is handled in a separate HECB process. 	<ul style="list-style-type: none"> A new policy to address development of centers is under development as part of master plan regional planning implementation. The board is required under RCW 28B.76.230 to approve off-campus centers and consortia. <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> The proposed process will ensure the HECB and other policy-makers have enough information to ensure that the program meets state and regional needs, is consistent with the institutional role and mission, and does not unnecessarily duplicate or compete with programs or services provided by other Washington public institutions.

Programs	Current	Changes/Additions Under Consideration
Transition to four-year institution for a two-year institution, a center, or a branch	<ul style="list-style-type: none">• Requires legislative action.• The four research university branch campuses have received HECB recommendations in response to their self-studies as directed by House Bill 2707. The recommendations have been approved by the board and submitted to the legislature.	<ul style="list-style-type: none">• The policy framework to support this type of planning is currently under development as part of regional planning proposals in the master plan. <p><u>Rationale for change:</u></p> <ul style="list-style-type: none">• The <i>2004 Strategic Master Plan for Higher Education</i> calls for the development of a continuum or pathway of educational resources that would allow for a systematic approach to the growth and development of the system of higher education.

Table 2
**Revisions Under Consideration in the “Content”
of Planning, Approval, and Review**

**A form is provided by HECB for process and/or needs to be revised*

Programs	Current	Changes/Additions Under Consideration
Planning		<ul style="list-style-type: none"> Revise to address the new statewide and regional needs assessment.*
NOIs (Notices of Intent)	<p>Information required on form:</p> <ul style="list-style-type: none"> Name of institution Degree title Delivery mechanism Location Implementation date Substantive statement of need Source of funding Year 1 and full enrollment 	<ul style="list-style-type: none"> Revisions to cover page.* Statement of need must connect to the regional/statewide needs assessment. Add a statement to connect program to institutional mission/role. Add a student section to describe student population, including information about articulation and transfer with community college (transfer pathways) for undergraduate programs. Revised enrollment and budget tables. <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> RCW 28B.76.230 requires that the HECB take into account regional and statewide needs in the planning and approval process. The primary purpose of the NOI process is an early check of program need and potential program duplication. The NOI must include enough information about the need and program so various stakeholders can evaluate the proposal and provide feedback.

Programs	Current	Changes/Additions Under Consideration
New Degree Program	<p>Information required in proposal:</p> <ul style="list-style-type: none"> Relationship to role, mission Statement of need (demand) Relationship to other institutions Program goals, objectives, learning outcomes Curriculum (course of study, admission requirements, course sharing) Use of technology Faculty Students (enrollments, time to completion, diversity efforts) 	<ul style="list-style-type: none"> Revised cover sheet and new proposal forms.* Needs statement revised to require that statement connects the program to regional and statewide needs assessment and specifically address student demand, employer demand, and community/ social needs. Student section: Add populations served, more robust discussion of diversity and outreach, long-term enrollment projections. Curriculum section: Add table of required/ elective coursework. Add discussion of course scheduling (when will courses be offered), delivery mechanism, campus location(s). Collaboration: Describe considerations of collaboration with other institutions to leverage resources. Transfer pathways: Add information about transfers for undergraduate programs. Clarify requirement for information on infrastructure impacts – currently addressed only in the budget (library, technology, space, equipment). Faculty/administrative section: Revised tables. Finance section: Revised budget and enrollment tables. Clarify outline items for discussion. Require review by institutional budget office.

Programs	Current	Changes/Additions Under Consideration
New Degree Program (continued)	<ul style="list-style-type: none"> Administration Program assessment Student assessment Finances/program costs External review (two evaluators) Review by other public four-year programs 	<p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> Much of this information is already included in the reports. These changes are designed to prompt for information items sometimes difficult to find and/or that frequently require follow-up with the campus during the HECB review. Some additions (e.g., transfer pathways) are required to ensure programs are in line with the strategic master plan. To ensure efficient use of state resources (primary role of the HECB in program approval), it is important that staff have a clear understanding of the financial model and budget implications of the proposed program. Added text in the financial section will help illuminate how numbers presented in the tables were generated. The role of the institution's budget office will be to ensure that the budget items are accurate and complete.
Sites and New Facilities		
Establish a new higher education teaching site (extend a program to a new off-site location)	<ul style="list-style-type: none"> Administered via program extension process. 	<ul style="list-style-type: none"> Use NOI format with extended budget section to address terms of the property lease or acquisition required for approval.* <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> Expansion of programs to new sites may have significant long-term financial implications. The board must consider expansion to new sites carefully to ensure the expansion is an efficient use of state resources, is appropriate to the mission and role of the institution, and provides for appropriate student, faculty, and staff support to ensure program quality.
Extend a program to an existing center or campus	<ul style="list-style-type: none"> Administered via program extension process. 	<ul style="list-style-type: none"> Use NOI format and process.* <p><u>Rationale for change:</u></p> <ul style="list-style-type: none"> No change – The current process is working well.

Appendix C: HECB-Approved Programs in 2003 and 2004

Table 1
Four-Year Public Institution HECB-Approved Programs
2003 and 2004

Institution	Degree	Area of Study	Offered Off-Campus
2003			
Central Washington University	BS B	Environmental Geological Sciences Education-broad area special education	
University of Washington	MS PhD PhD D PhD D	Strategic Planning for Critical Infrastructure Biomedical and Health Informatics Built Environment Physical Therapy Digital Arts and Experimental Media Audiology	
University of Washington/Bothell	MS	Computing and Software Systems	
Washington State University	MA BA BA	Philosophy Digital Technology and Culture Psychology	Collaboration with U. of Idaho Pullman, Tri-Cities, Vancouver
Western Washington University	BA BA BA	East Asian Studies Financial Economics Linguistics	
2004			
Central Washington University	M BAS BAS	Education - Inclusiveness Teaching Strategies Industrial Technology Safety and Health Management	Ellensburg, SeaTac, Lynnwood Ellensburg, SeaTac, Lynnwood
Eastern Washington University	M BS	Occupational Therapy Electrical Engineering	EWU - North Seattle CC denied
University of Washington	BFA	Digital Arts and Experimental Media	Interdisciplinary Design Institute
Washington State University	PhD MS PhD EdD	Design Computer Engineering Criminal Justice School Administrators	Statewide
Washington State University/Spokane	D BA BS D	Design Professional Development Exercise Physiology and Metabolism Audiology	Interdisciplinary Design Institute
Western Washington University	M M	Education - Advanced Classroom Practice Education - Continuing and College Education	Bellingham and Everett CCs

Source: Higher Education Coordinating Board.

Table 2
Degree-Authorized Institution HECB-Approved Programs
2003 and 2004

	Associate	Bachelor	Graduate Certificate	Masters	Doctorate	Total
2003	5	11	2	15	10	43
2004	15	26	3	17	4	65

Source: Higher Education Coordinating Board.

Appendix D: Program Approval Criteria/Stages by Selected States' System Governing Boards (g) & Coordinating Boards (c)

REVIEW CRITERIA	WA c	IN c	WV c	UT g	OR g	ID* c	GA g	CO c	TX c	AZ g	OK g	WI g
Need/demand data	X	X	X	X	X	X	X	X	X	X	X	X
Assessment/student learning outcomes	X			X	X	X	X		X	X		X
Program evaluation/effectiveness	X	X	X	X	X		X		X			
Diversity/affirmative action	X						X					X
Program budget/costs/revenues	X	X	X	X	X	X	X	X	X	X	X	X
Internal review (by other colleges)	X											X
External review	All	Grad		Grad	Grad	Doc	All	Grad				All
Use of technology/distance education	X			X	X			X			X	X
Relationship to institution role/mission	X	X	X	X	X	X	X	X		X	X	X
Unnecessary duplication	X	X	X	X	X	X	Xx	X	X	X	X	X
Curriculum design: courses, credits	X	X		X	X	X	X		X		X	X
Faculty profile: credentials, number, employment status	X	X	X	X	X	X	X		X	X	X	X
Estimated program size, admissions	X	X	X	X	X	X	X	X	X	X		X
Facilities/physical plant/equipment		X	X	X	X		X	X	X	X	X	X
Administration of program	X		X				X		X			
Accreditation			X	X	X		X		X			X
Collaboration with other institutions		X	X	X	X		X					X
Library resources		X	X	X	X				x		x	X
Transferability of credits		X										
STAGES												
Pre-planning approval	X									X		X
Notice of Intent/Statement			X	X	X	x						
New program review for full approval	X	X			X					X		X
New program approval for conditional/staged approval								Yr 5				Yr 5
Post-approval review - enrollments, graduate degrees	X				Yr 5		Yr 4	Yr 3/5				
Discontinuance approval/review	X		X			X						X
OFF-CAMPUS SITES												
Approval of new site	X	X			X					x		
Approval of current degree to new sites	X	X			X		NOI					X
Notice of intent/degree to new site			X									x

*Idaho's program review is optional; goes to Council and they recommend if program review is in order.

Source: HECB staff reviews of Web site (January/February 2005).



March 2005

Higher Education Coordinating Board: Promoting Student Success Through Greater Accountability

What is the problem?

The Higher Education Coordinating Board's (HECB) *2004 Strategic Master Plan for Higher Education* sets two goals for higher education in the state: (1) increase opportunities for students to earn degrees; and (2) respond to the state's economic needs. As stated in the plan: "It is no longer enough to attend college. Students must succeed – and graduate." The master plan goes on to define aggressive targets for degree completion.

The current accountability framework for the public baccalaureate institutions has been in place since 1997 and does not allow the HECB to adequately assess progress toward state goals. Washington's current accountability system has been criticized for not focusing the state's attention on the right measures. The National Collaborative for Postsecondary Education Policy, in its recent policy audit of Washington State, reported that "accountability is not systematically used to help focus institutional attention on a limited number of state priorities." To meet the master plan goals, the state needs to implement accountability measures that focus on outcomes.

Although student learning is an important outcome for higher education, the updated accountability framework focuses on degrees rather than on student learning. The reason for this is that degree attainment has traditionally served as a proxy for measuring student learning, particularly for well-established, accredited institutions. In addition, all states struggle with measuring student learning, as evidenced in The National Center for Public Policy and Higher Education's *Measuring Up 2004* state report cards, which gave all but a few states failing grades for this measure. Quality is another outcome that is assumed for the institutions in our state when students complete their degrees. While not a primary focus of indicators in the new accountability framework, some of the recommendations specific to individual institutions focus on quality.

Washington ranks highly in terms of student degree completion when compared to other states. A total of 63.2 percent of first-time, full-time freshmen beginning their studies in fall 1997 had graduated with a bachelor's degree within six years (by summer 2003) in Washington. The

highest ranked state, Maryland, reported only a slightly better result, with 63.8 percent of its freshmen graduating within six years.¹

In 1993, 11.57 percent of 17-22 year olds were enrolled (or “participating”) at a public baccalaureate institution; in 2003, this rate had slightly decreased, with 11.34 percent enrolled.² Participation rates are a key factor in increasing the number of students who earn degrees. It is important to recognize that participation rates are not a factor for which public baccalaureate institutions should be held accountable since they are largely beyond institutional control and are dependent on state funding. The goal for accountability in Washington, then, should be for the institutions to maintain their high rates of achievement, while we continue to push for the state’s support of increased participation.

What is the HECB being asked to do?

At its March 2005 meeting, the board is being asked to consider a new framework for accountability reporting that meets the requirements of House Bill 3103, passed in 2004, which required the HECB to establish an accountability system (Appendix A includes an excerpt from HB 3103 describing the HECB’s role in accountability). The new accountability framework includes revised indicators for the public baccalaureate institutions that are linked to master plan goals. The board will be asked to adopt the new framework at a future meeting.

What is the new accountability framework?

Since March 2004, a workgroup comprised of representatives appointed by the provosts of the public baccalaureate institutions has been meeting regularly to design a new higher education accountability system. Representatives from the private institutions were also invited. Representatives from the State Board for Community and Technical Colleges (SBCTC) were consulted throughout the process and attended some meetings. (See Appendix B for a list of workgroup members.)

The result is a framework that meets the goals of the statewide *2004 Strategic Master Plan for Higher Education*, as well as the requirements of HB 3103. It shares many common indicators with those used by other states, facilitating future comparisons. Specifically, the workgroup recommended a system to include four main components: (1) a context section, to include indicators that describe student flow through the K-12 and community college systems; (2) common indicators focusing on student outcomes; (3) institution-specific indicators describing each institution’s unique contribution to state goals; and (4) a new timeline that ties accountability reporting to the biennial budget cycle.

¹ The National Information Center for Higher Education Policymaking and Analysis, www.higheredinfo.org, Completion: Graduation Rates.

² The Office of Financial Management, “2004 Washington State Higher Education Trends and Highlights: Enrollment and Population,” <http://www.ofm.wa.gov/hied/highlights/section1.pdf>

1. **Context:** This section will include indicators that explain the condition of higher education in the state, as well as the unique mission and student demographics at each institution. This information will help policymakers understand some of the key factors that influence degree production in the state. For example, if students are not graduating from high school, then the public baccalaureate institutions will produce fewer baccalaureate degrees. Data reported will include:

- State funding/student FTE
- Percentage of state funds allocated to higher education
- Financial aid/student FTE (or another measure of affordability – such as percentage of family income needed to pay for college)
- Percentage of 9th graders who graduate from high school
- College participation rates
- Average WASL scores for 10th graders
- Number of students participating in dual-credit programs (e.g., Running Start)
- Percentage of recent high school graduates requiring remedial education
- Proportion of new students from Washington State community colleges (will be reported separately for each institution under institution-specific context indicators)
- Percentage of students earning bachelor's degrees who have earned at least 40 credits from one or more Washington State community colleges
- Enrollment by race, ethnicity, average age, gender, and last school attended at each institution

2. **Common indicators for the public baccalaureate institutions:** The workgroup has discussed seven indicators to be reported by all of the public baccalaureate institutions using the same methodology. All of the common indicators reported for the baccalaureate institutions will focus on outcomes, specifically on academic degrees awarded. Two of the indicators focus specifically on Washington community college transfer students.

Proposed indicator	What will this indicator tell us?
Number of degrees awarded by type (e.g., bachelor's, master's)	Progress toward master plan targets
Number of bachelor's degrees awarded in "high demand" areas specified by the HECB	How well the state is filling needs in high demand areas
Degrees awarded/enrolled FTEs	How many FTEs are required, on average, to produce a degree
Six-year graduation rate (first-time, full-time freshmen): comparable nationally	Are Washington students entering public baccalaureate institutions as freshmen graduating at the same rate as entering freshmen in other states?
Three-year graduation rate (Washington community college transfer students with a transfer associate degree): since many transfer students attend part-time, the percentage of students who have not graduated but are still enrolled and persisting toward their degree will also be reported	Are community college transfer students who enter a baccalaureate institution with an associate degree able to graduate, on average, within a reasonable amount of time?
Graduation efficiency: credits required for degree/credits attempted for two groups: <ul style="list-style-type: none"> - Non-transfer (less than 40 credits from another institution) - Transfer (40 credits or more from one or more community colleges) 	Are students completing more credits than they need toward their degrees? Is there a difference between non-transfer and transfer students?

Common indicators for the community and technical college system: The State Board for Community and Technical Colleges reports accountability data and sets targets for the community and technical college system, with HECB approval. The accountability measures for the two-year college system include measures tied to their multiple missions of workforce training, academic transfer, and adult basic education. Three basic measures capture the performance of the two-year college system:

Indicator	What will this indicator tell us?
Students prepared for work	How many students have completed their vocational program or earned at least 45 vocational-level college credits with a GPA of 2.0?
Basic skills gains	How many students have gained at least one competency level in at least one subject during the year?
Students prepared for transfer	How many students have completed 45 academic credits with a GPA of 2.0, including completion of core requirements typically completed by freshmen at a baccalaureate institution?

The SBCTC recently revised their definition of “students prepared for transfer” to better reflect the state’s interest in academically preparing students for their major at a baccalaureate institution prior to transfer, rather than simply assuming a student is prepared based on the number of credits they have earned.

SBCTC asserts that the indicators selected for the community and technical colleges reflect their role and mission, as directed in HB 3103. Furthermore, the measures are connected to state master plan goals. Readiness for work and basic skills gains are related to economic responsiveness, while transfer-readiness is related to increasing opportunities for students to earn bachelor’s degrees. SBCTC also provides the total number of degrees and certificates awarded in an annual report.

3. Institution-specific indicators: Each institution has suggested a new set of indicators unique to its campus. Representatives from each institution will be available at the March 2005 HECB meeting to discuss their proposed indicators. To date, indicators received include:

Eastern Washington University

- Increase student participation in field experiences and internships
- Increase percentage of degree programs that:
 - Identify and assess student learning outcomes
 - Collect, analyze, and use data for program improvement
- Increase targeted program access for placebound students through site-based cohorts and distance learning opportunities
- Increase diversity recruitment and retention of faculty and staff
- Improve retention/persistence rates for all classes:
 - Freshmen to sophomores
 - Sophomores to juniors
 - Juniors to seniors
 - Seniors to graduates
- Hours of student service to the community

The Evergreen State College

- Percentage of seniors who have done or plan to do community service or volunteer work prior to graduation
- Percentage of seniors who have done or plan to do practicum, internship, field experience, co-op experience, or clinical assignment prior to graduation
- Percentage of undergraduate degree recipients who earn more than 125 percent of the credits required for their degree
- The number of “upside-down” degree completions (tentative)

University of Washington

- Affordable Access
 - Graduation rates of underrepresented students
 - The percentage of undergraduates who are Pell-grant recipients
- Faculty Productivity
 - The number of programs ranked in the top 20 nationally
 - The number of national faculty and academic awards
- Economic Development
 - Total dollar value of direct research contracts/awards
 - The number of new technologies produced each year

Washington State University

- Pass rates on national licensure and professional exams
- Number of student experiences in research or other creative scholarship with faculty, internships, international study, and community service learning
- Percentage of degree programs documenting improvements in instruction and pedagogy based on assessment of outcomes
- Amount of extramural funding received for research and scholarship (in millions)
- Number of jobs directly and indirectly supported by research funding

Western Washington University

- Enrollment target for community college transfers
- Undergraduate tuition as a proportion of state average income and compared to benchmark institutions
- Students involved in research, scholarly, and creative activity
- Facilities utilization
- Average faculty salaries compared to benchmark institutions

4. Timeline tied to budget planning: Under the new framework, the SBCTC and the public baccalaureate institutions will report accountability plans in sync with the state’s budgeting cycle, as required by HB 3103. The overall framework will be evaluated every four years, with the development of the HECB strategic master plan. This will ensure that accountability is systematically linked to state goals.

Other Improvements

Baselines and Targets

Currently, the public baccalaureate institutions use a three-year average to calculate a baseline for each measure, from which targets are derived. This convention will continue to be used; but, where available, a baseline built on national data or data related to each institution's peer group will be developed. The target for each measure will meet or exceed the baseline. The two-year colleges base their targets on the funding they receive and will continue to use this method. Where possible, targets set by the *2004 Strategic Master Plan for Higher Education* will be used (e.g., for overall degree production).

The first new set of targets will be submitted to the HECB by the public baccalaureate institutions and SBCTC in November 2005 for the 2005-07 biennium, and will require board approval.

Peer Groups

Each public baccalaureate institution will continue to use its existing peer group list. The current peer groups follow the Carnegie Commission on Higher Education classifications and reflect institutions that are similar in terms of programs, size, students, and research orientation.

Washington Institution

The University of Washington

Peer Group List

25 institutions classified as "Research Universities, category 1 with medical schools"

Washington State University

23 institutions classified as "Research Universities, categories 1 and 2 with veterinary schools"

Central, Eastern, and Western Washington Universities

278 institutions classified as "Comprehensive Colleges and Universities, category 1"

The Evergreen State College

27 institutions classified as "Comprehensive Category 1 and Liberal Arts Category 2" (for salary comparisons, the peer group for the comprehensive institutions is used)

Community Colleges

All state community colleges systems in the country

The institutions have expressed interest in updating their peer groups, but this task is beyond the scope of the current accountability effort. HECB staff will work with the Council of Presidents, legislative staff, Office of Financial Management staff, and staff from the public baccalaureate institutions to discuss the best timing for updating peer lists in the future.

Communication

Results will be communicated using a format developed by the National Center for Higher Education Management Systems (NCHEMS) – a Web site that includes not only performance for each indicator, but trends, information about how the measures can be used for policy decisions, and detailed information about how the measures are calculated.

Conclusion

The new accountability framework will help policymakers better understand the successes and challenges faced by the state and higher education institutions. It brings the HECB into compliance with House Bill 3103. The indicators have been revised so that they are nationally comparable where possible, and/or of interest to state legislators, as well as linked to master plan goals.

As the institutions begin reporting under the new system, it is vital that the data be used to influence policy, not just to explain why targets have been met (or not), with no further action or interest. For example, if graduation rates lag, or if transfer students begin reporting a substantially larger number of credits toward their degrees than do students entering as freshmen, the HECB needs to persist in asking why, and design appropriate policies to resolve any barriers that may be preventing students from succeeding.

The HECB has authority to adopt policies in many areas (e.g., state transfer policy, admissions policy, residency policy) and has the authority to develop an accountability system that highlights the effect of policy change, as well as suggests the need for new or revised policies. For example, if the HECB adopts its proposed minimum admission standards, the new accountability framework will allow policymakers to monitor the effect of that change on high school graduation rates and on the amount of remedial education provided to recent high school graduates.

Another example relates to state transfer policy. In October 2004, the HECB eliminated a state policy that required community college transfer students to complete a minimum of 90 (quarter-based) credits at the baccalaureate institution to which they transfer, effectively allowing community college transfer students to transfer more credits than they have ever been able to in the past. By monitoring a new performance indicator requiring institutions to report the number of credits completed toward a bachelor's degree by community college transfer students, the HECB can evaluate whether this policy change has made a positive difference in helping transfer students graduate more efficiently.

Finally, a new performance indicator requiring institutions to regularly report the number of degrees produced in "high demand" areas will help the HECB evaluate whether efforts to fund enrollment in these areas are resulting in an increased numbers of graduates.

Washington's accountability system will become much stronger as the HECB develops a "data warehouse" for the state, which is another master plan objective. When fully developed, the data warehouse will enable policymakers to better understand how different factors affect degrees produced and how earning a baccalaureate degree affects the state's economic responsiveness. HECB staff and staff from the Office of Financial Management and the Council of Presidents are currently working together to design the new data warehouse. OFM has volunteered to collect the data and plans to begin doing so by fall 2006.

The accountability system for the state will become much stronger as the HECB develops a data warehouse for the state, another 2004 strategic master plan objective. When fully developed, the data warehouse will enable policymakers to better understand how different factors affect degrees produced and how earning a baccalaureate degree affects economic responsiveness. HECB staff and staff from the Office of Financial Management and the Council of Presidents are currently working together to design the new data warehouse. OFM has volunteered to collect the data and plans to begin doing so by fall 2006.

Appendix A:

Excerpt from House Bill 3103, Section 11

- (1) The board shall establish an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education.
- (2) Based on guidelines prepared by the board, each four-year institution and the state board for community and technical colleges shall submit a biennial plan to achieve measurable and specific improvements each academic year on statewide and institution-specific performance measures. Plans shall be submitted to the board along with the biennial budget requests from the institutions and the state board for community and technical colleges. Performance measures established for the community and technical colleges shall reflect the role and mission of the colleges.
- (3) The board shall approve biennial performance targets for each four-year institution and for the community and technical college system and shall review actual achievements annually. The state board for community and technical colleges shall set biennial performance targets for each college or district, where appropriate.
- (4) The board shall submit a report on progress towards the statewide goals, with recommendations for the ensuing biennium, to the fiscal and higher education committees of the legislature along with the board's biennial budget recommendations.
- (5) The board, in collaboration with the four-year institutions and the state board for community and technical colleges, shall periodically review and update the accountability monitoring and reporting system.

Appendix B: Workgroup Members

Public Baccalaureate Institutions

Central Washington University

Linda Beath, Associate Vice President for Undergraduate Studies

Mark Lundgren, Director of Institutional Research

Eastern Washington University

Theresa Martin, Director for Institutional Research, Demography, and Assessment

The Evergreen State College

Laura Coghlan, Interim Director for Institutional Research and Assessment

University of Washington

Kim Johnson-Bogart, Assistant Dean for Undergraduate Education

George Bridges, Dean and Vice Provost for Undergraduate Education

Fred Campbell, Dean Emeritus for Undergraduate Education

Phil Hoffman, Director for the Office of Institutional Studies

Washington State University

Cathy Fulkerson, Assistant Director for Institutional Research

Jane Sherman, Associate Vice Provost for Academic Affairs

Western Washington University

Kris Bulcroft, Vice Provost for Undergraduate Education

Sharon Schmitz, Assistant Director for Institutional Research

Joseph Trimble, Director for Assessment and Testing

Independent Baccalaureate Institutions

Seattle Pacific University

Cindy Price, Associate Vice President for Academic Affairs, Curriculum, and Assessment

Independent Colleges of Washington

Violet Boyer, President and Chief Executive Officer

State Board for Community and Technical Colleges

David Prince, Senior Manager for Research and Analysis

Doug Whittaker, Manager for Research and Analysis

Jan Yoshiwara, Director for Education Services

Council of Presidents

Cindy Morana, Associate Director

Higher Education Coordinating Board

Pat Castaldo, Associate Director for Information Services

Nina Oman, Associate Director for Policy

Holly Zanville, Senior Administrator/Chief Academic Officer

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2004-05 Enrollments

***Higher Education Coordinating Board
March 4, 2005***



In 2004-05, public colleges and universities will be over-enrolled by an estimated 4,800 full-time equivalent (FTE) students

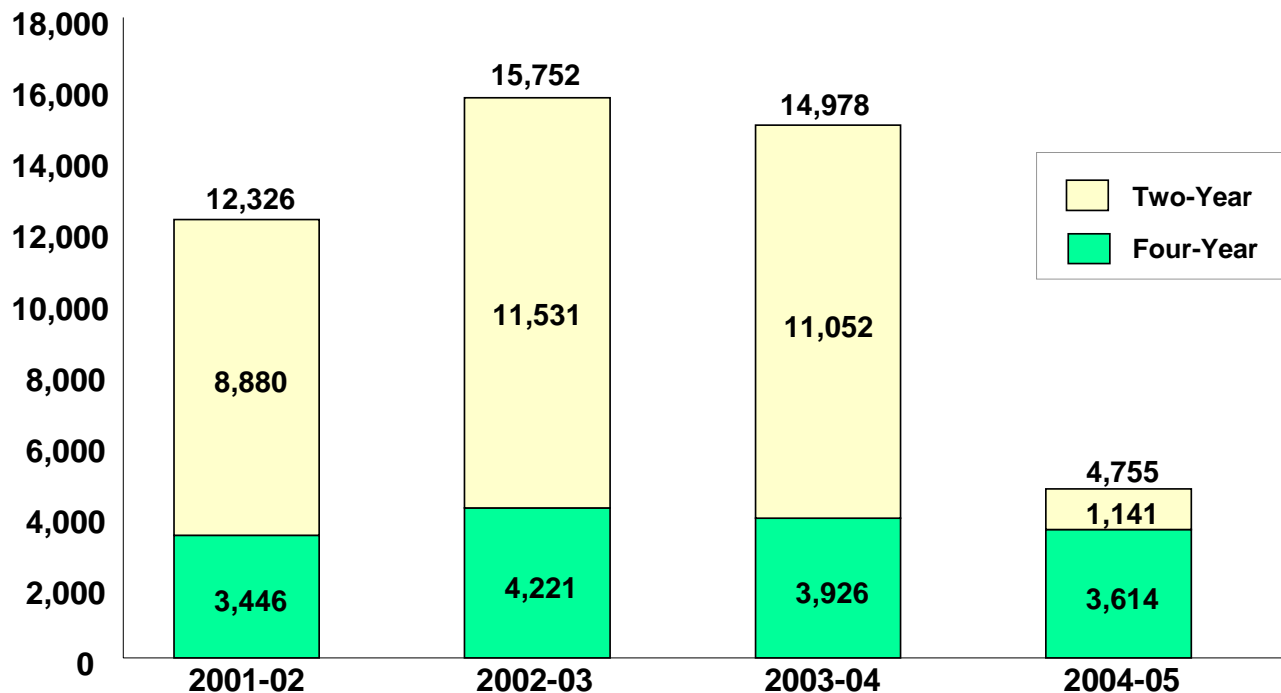
	<u>Projected</u>	<u>Budgeted</u>	<u>Variance</u>
UW	36,379	35,666	731
WSU	21,066	20,383	683
CWU	8,816	7,999	817
EWU	9,222	8,269	953
TESC	4,125	3,933	192
WWU	11,627	11,389	238
Four-Years	91,253	87,639	3,614
CTC	130,026	128,885	1,141
Total	221,279	216,524	4,755

Source: Office of Financial Management



The number of over-enrollments declined in 2004-05, primarily in the two-year system

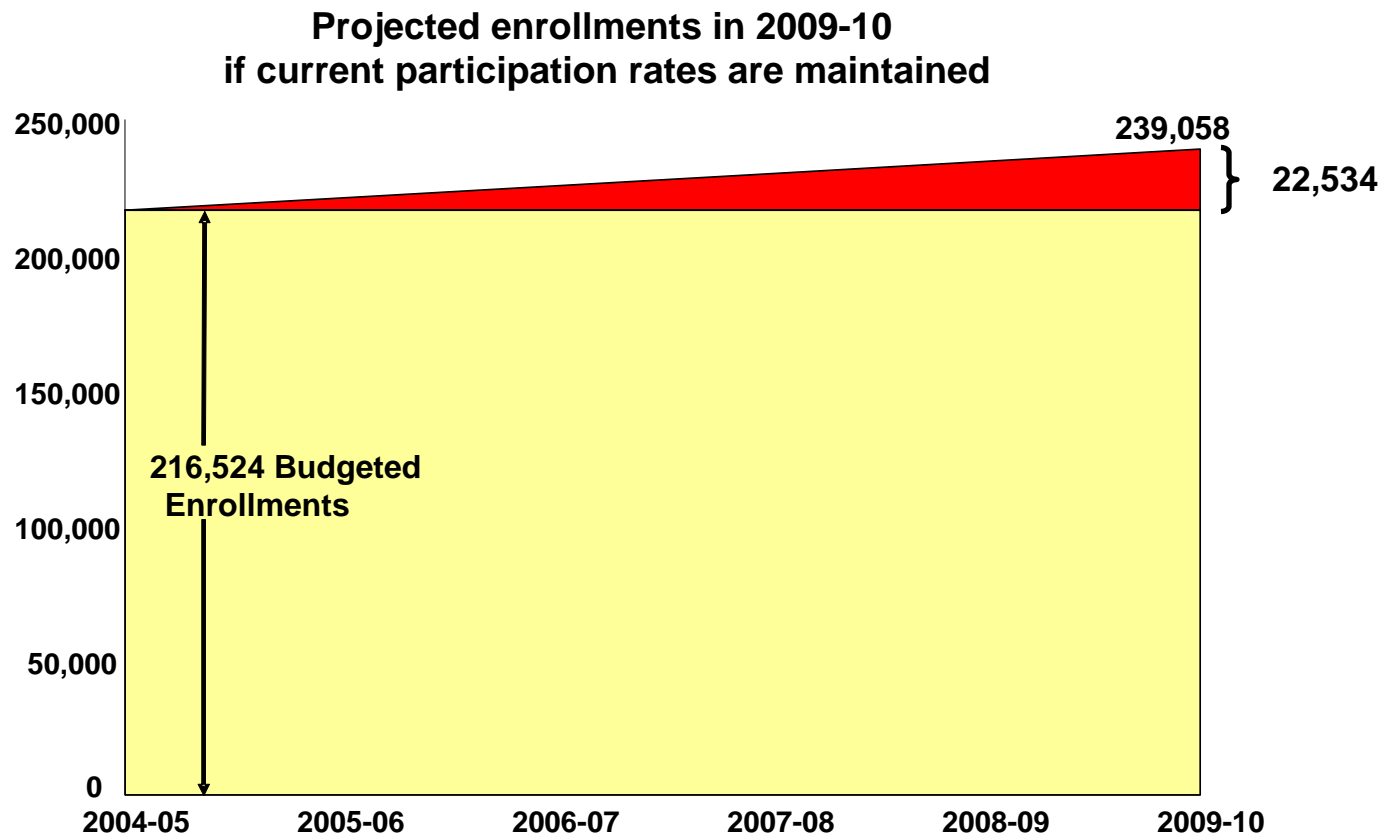
Actual in excess of budgeted FTE enrollments



Source: Office of Financial Management



To maintain current participation rates will require adding 22,534 FTE students

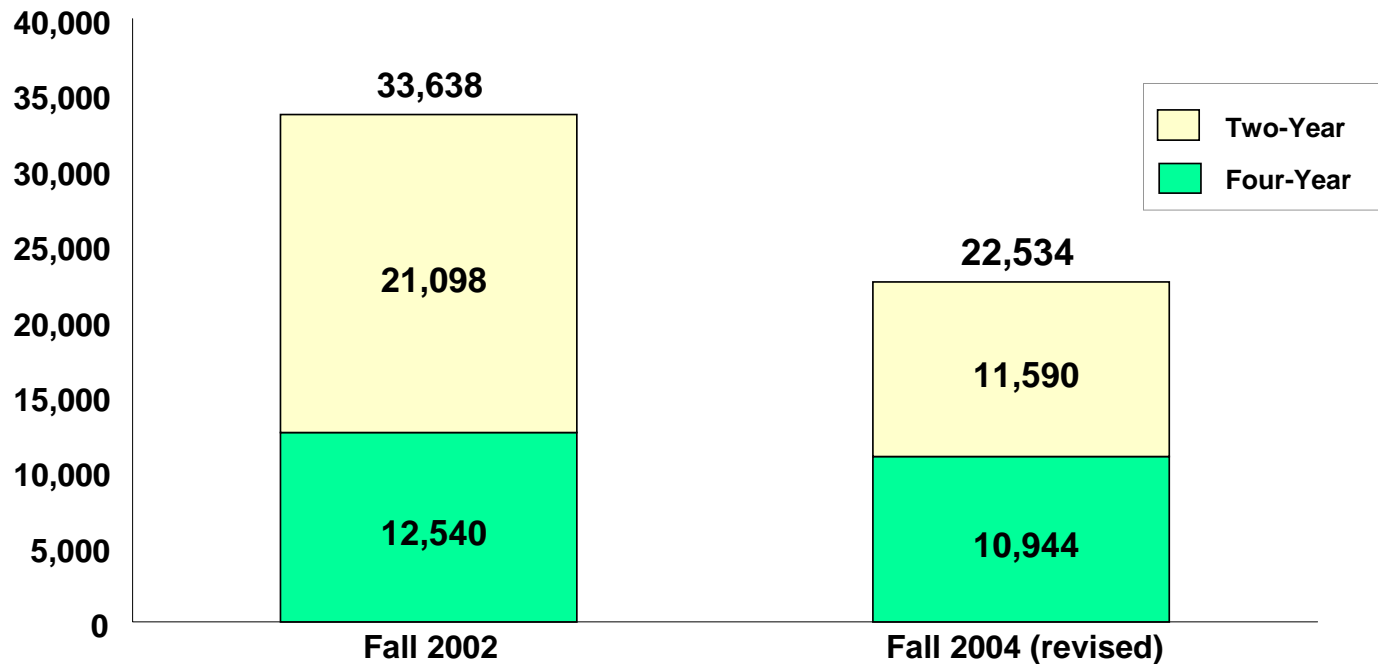


Source: Office of Financial Management



The projections of needed enrollments to maintain the participation rate have declined in the last two years

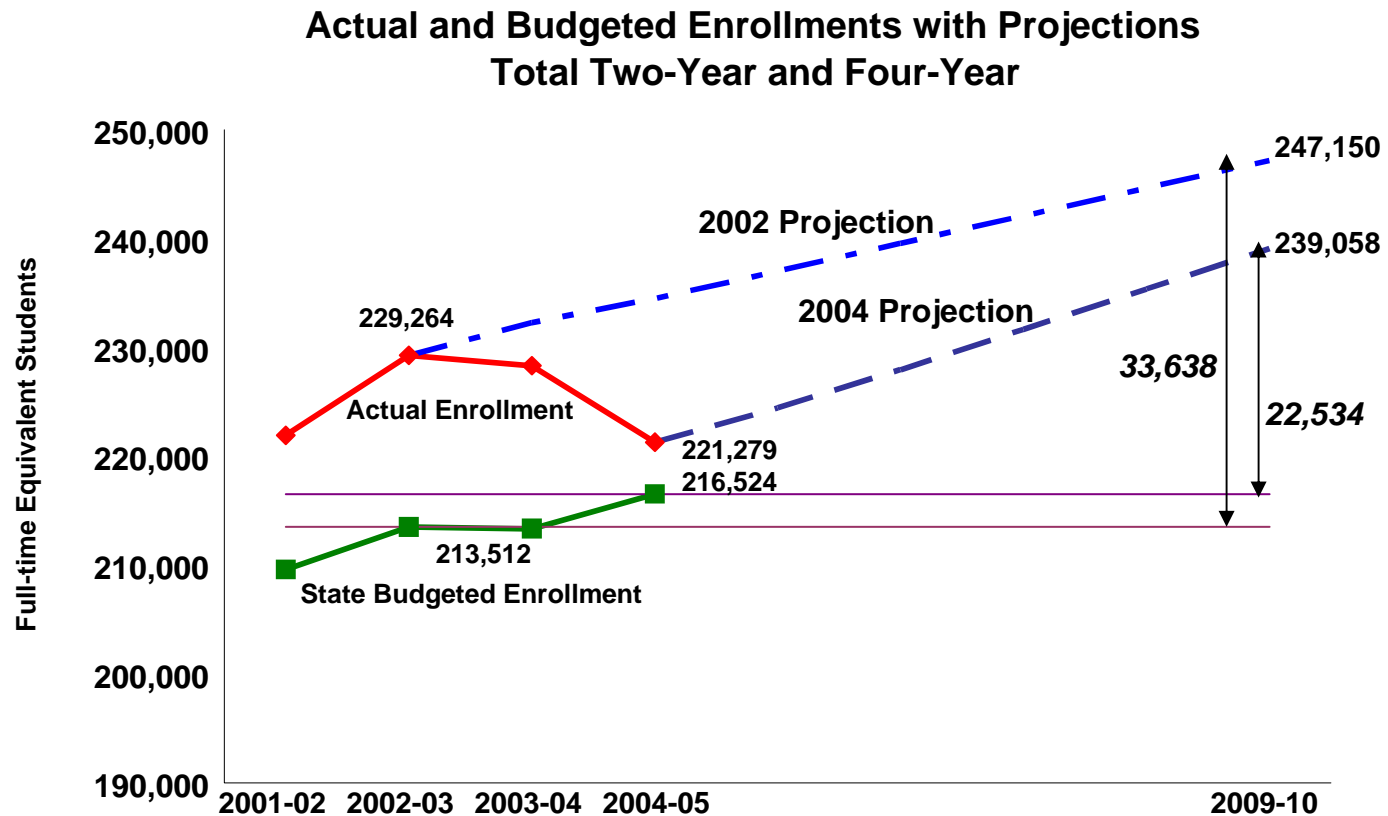
**Public Higher Education Participation Rate Forecasts
Increase in 2009-10 Over Current Budgeted Levels**



Source: Office of Financial Management



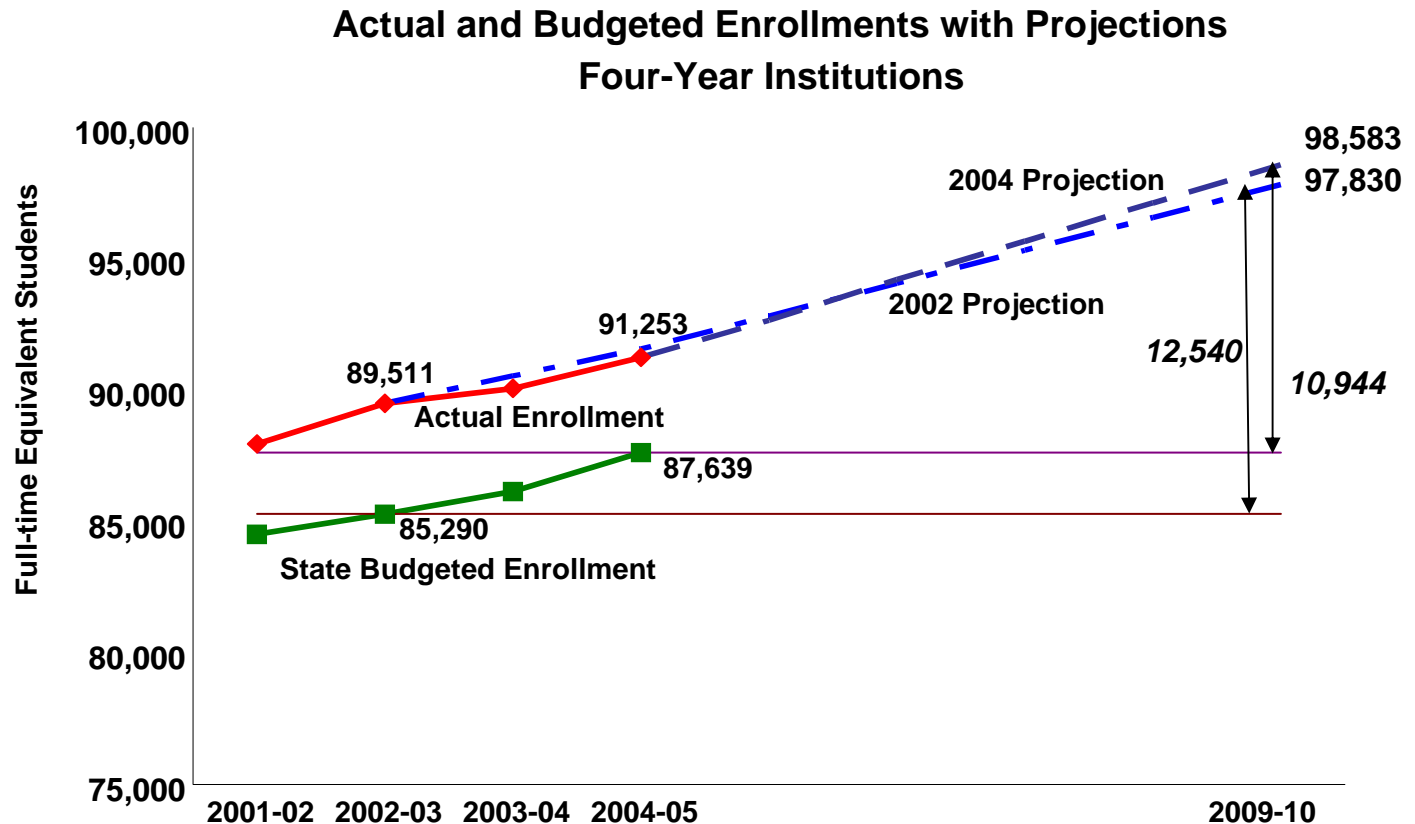
Overall actual enrollments are down resulting in lower participation rate projections



Source: Office of Financial Management



Actual enrollments in the four-year institutions are close to the mark

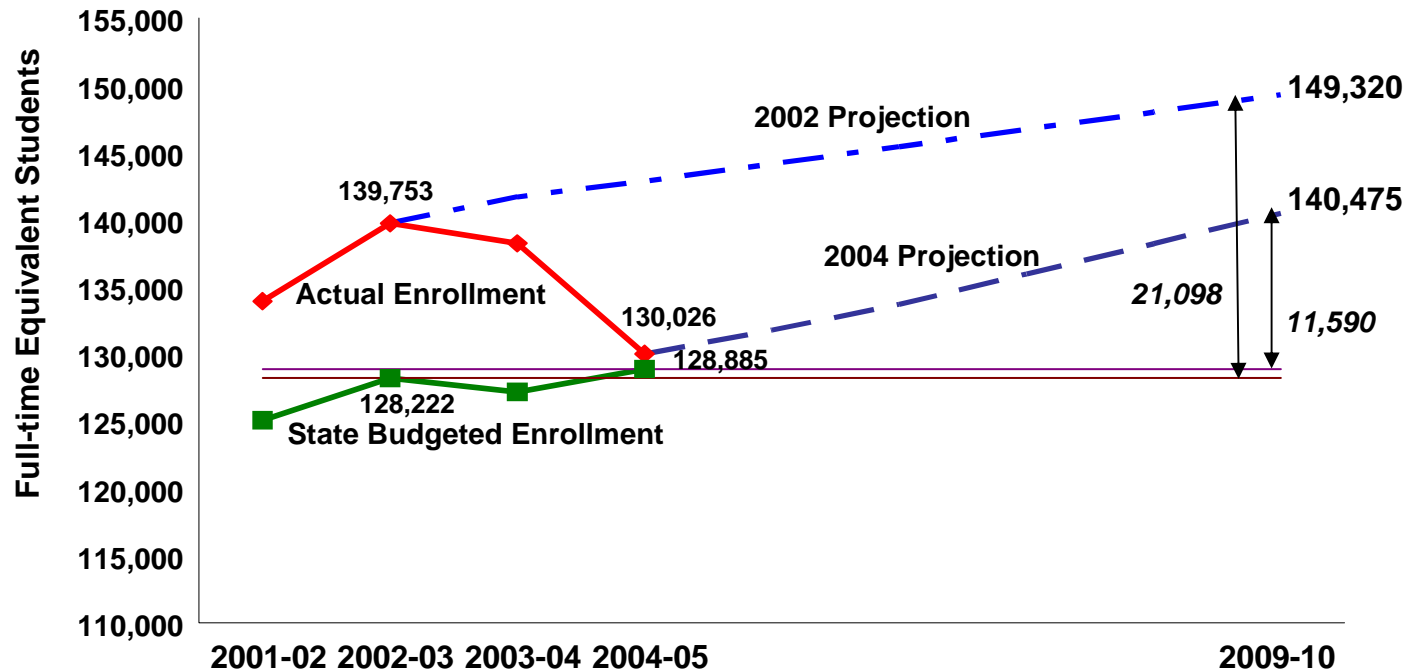


Source: Office of Financial Management



Actual enrollments have declined in the community and technical colleges leading to lower projections

**Actual and Budgeted Enrollments with Projections
Two-Year System**



Source: Office of Financial Management



The decline in enrollments in the community and technical colleges has been in all programs

**Community and Technical College System
FTE Students by Education Program**

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>% Change</u>
Academic	52,776	50,943	-3.5%
Vocational	46,465	42,768	-8.0%
Basic Skills	16,117	14,523	-9.9%
Developmental	13,235	12,865	-2.8%
Total	128,593	121,099	-5.8%

Source: Office of Financial Management



Strategic master plan goals and needed enrollment growth

- **The 2004 Strategic Master Plan goals are linked to the number of degrees, not enrollments**
 - **11,500 Graduate degrees**
 - **30,000 Bachelor's degrees**
 - **27,000 Associate degrees**



How many public sector enrollments are needed to meet the public sector share of the goals?

- **Depends on many policy choices**
- **Given the current relationship between enrollment and degrees, it would take**
 - **105,000 students in the four-year college/universities**
 - **165,000 students in the two-year colleges**
- **This represents growth of 49,000 FTE students over the current level**

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2004 Strategic Master Plan for Higher Education

Update on Implementation

Advisory Council – March 4, 2005



A Strategic Plan for Change

Goal 1: Increase opportunities for students to earn degrees

- Increase the number of students who earn college degrees by 7,200 to reach 68,500 per year by 2010
- 3,300 more associate degrees each year (to reach 27,000 per year by 2010)
- 2,800 more bachelor's degrees (30,000 by 2010)
- 1,100 more graduate/professional degrees (11,500 by 2010)



A Strategic Plan for Change

Goal 2: Respond to the state's economic needs

- Increase the number of students who earn degrees and are prepared for work in high-demand fields to reach 1,500 per year by 2010
- Increase the number of students who complete job training programs to reach 25,000 per year
- Increase the number of students in adult basic education/ ESL programs who demonstrate improved literacy skills to reach 20,525 by 2010



1. Funding for Student Success

Outcomes-based System/ Performance Contracts

- Research universities and several comprehensive universities have developed prototype performance contracts

Higher Education Finances

- Gov. Gregoire's Study: Develop options for creating a new higher education funding system (SSB 5441/HB 1380)



2. Allocating Student Enrollments

Simulation Model

- Completed a preliminary model to help policymakers analyze impacts of various enrollment/funding options

Funding of Student Enrollments (2005-07)

- HECB Budget Recommendations: Increase of 12,900 FTE enrollments (6,300 for two-year colleges and 6,600 for four-year colleges/universities)
- Gov. Locke's Proposed Budget: Increase of 7,126 FTE enrollments (3,633 for two-year colleges and 3,493 for four-year colleges/universities)



3. Increasing the Number of Degrees in High-Demand Fields

Funding of New High-Demand Enrollments (2005-07)

- HECB Budget Recommendations: 2,300 high-demand FTE enrollments (1,300 for two-year colleges and 1,000 for four-year colleges/universities)
- Gov. Locke's Proposed Budget: 2,327 high-demand FTE enrollments (727 for two-years and 1,600 for four-years)

State/Regional Needs Assessment

- Currently researching needs assessments in other states
- On track to developing a prototype database of all degree/certificate programs by June 2005



4. Keeping College Tuition Affordable and Predictable

Short-term Tuition Policy

- HECB Recommendation: Limit tuition increases to an average of 7 percent per year over four years and a maximum of 10 percent per year
- Gov. Locke's Proposed Budget: Limit tuition increases to 9 percent per year (2005-07)

Long-term Tuition Policy

- Gov. Gregoire's Study: Determine the share of the cost of instruction that should be funded through tuition, general fund, and financial aid (SSB 5441/HB 1380)



5. Promoting Opportunity through Student Financial Assistance

State Funding (2005-07)

- HECB Budget Recommendations: \$85.8 million enhancement
- Gov. Locke's Budget Proposal: \$50 million enhancement

Helping Low-income, Part-time Students

- House Bill 1345: Expand eligibility for State Need Grant to students taking at least four credits (a reduction from the current six-credit minimum)



6. Meeting Regional Higher Education Needs

Branch Campuses (HB 2707)

- Completed report on “Future of Branch Campuses” and will revisit the future of WSU Tri-Cities/UW Bothell by Dec. 2005

State/Regional Needs Assessment (HB 3103)

- Researching needs assessments in other states
- Defining data for student, employer, and community needs
- Developing a prototype database of all degree/ certificate programs

Approval of New Degree Programs

- Developed draft guidelines for HECB program planning, approval, and review, with final adoption in June 2005



7. Helping Transfer Students Earn Bachelor's Degrees

New Associate Degree Pathways

- On track to completing new pathways for nursing, elementary education, and engineering by July 2005

90-Credit Requirement for Transfer Students

- Eliminated 90-credit requirement from state transfer policy

Statewide Student Transfer Advising System

- Developed specifications and costs for the system
- 2005-07 HECB Budget Recommendations: \$1.6 million



8. Helping Students Make the Transition to College

Minimum Freshman Admission Standards

(Public 4-years)

- Proposed new standards in Dec. 2004, with public hearings scheduled in April/May 2005 and possible board adoption in summer 2005

K-12/Higher Education Transitions

- Completed progress report on “Collaborative Efforts to Improve Student Transitions” (HB 3103)
- Preparing to survey schools and colleges in spring 2005 to identify promising college preparation programs



9. Reducing Barriers for Non-traditional Students

State/Regional Needs Assessment

- On track to completing a prototype database of all degree programs, including programs for non-traditional students, by June 2005

Financial Assistance for Low-income Workers

- 2005-07 HECB Budget Recommendations: \$2.0 million for pilot project
- House Bill 1345: Expand eligibility for State Need Grant to students taking at least four credits (a reduction from the current six-credit minimum)



10. Promoting Student Success through Greater Accountability

New Higher Education Accountability Model

- Developed draft accountability model, in collaboration with colleges and universities, with final HECB adoption in April or June 2005
- Completed development of common and institution-specific measures



11. Measuring Student Success with an Improved Data System

Statewide Student Data Warehouse

- 2005-07 HECB Budget Recommendations: \$500,000
- Developed draft Memorandum of Understanding (HECB, COP, OFM); MOU to be signed by April 2005
- Partnered with OFM to gather student data



Discussion

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